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Report of the
Minister of Education
1985-86



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**Report of the
Minister of Education
1985-86**



The Honourable Lincoln M. Alexander
P.C., K.St.J., Q.C., B.A., LL.D.
Lieutenant-Governor of Ontario

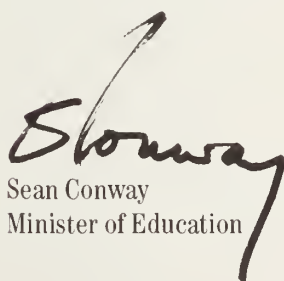
Sir:

It is my privilege to present for the information of Your Honour and of the Legislative Assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1985, and ending March 31, 1986.

The goal of the Ministry of Education is to ensure equal educational opportunity for all the students in Ontario's publicly supported elementary and secondary schools. To attain this goal, the ministry works in close co-operation with the publicly elected school boards of the province to ensure that a broad range of programs to meet pupil needs is provided by every school board.

Detailed statistical data on education in Ontario are provided in the publication *Education Statistics, Ontario*.

Respectfully submitted,


Sean Conway
Minister of Education



The Honourable Sean Conway
Minister of Education

Mr. Conway:

I am pleased to submit to you the annual report of the Minister of Education for the 1985-86 fiscal year. The report contains detailed information about the many programs and activities undertaken by the ministry during the period.

Respectfully submitted,

Bernard J. Shapiro
Deputy Minister

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Introduction

The introduction of Bill 30, to provide for the extension of the Roman Catholic separate school system, was a major policy undertaking of the past year. Introduced on July 4, 1985, the bill received second reading on July 11 and was referred to the Standing Committee on Social Development. During the following five months the committee received more than 800 briefs and presentations. Reinforced by several favourable court decisions on this policy during the past year, the government anticipated that Bill 30 would be passed by the legislature in the spring session of 1986.

Another significant policy initiative of this past year has been the governance of minority-language education. After consultation with all interested sectors of the educational community, Bill 75 was introduced on December 12, 1985, received second reading on January 27, 1986, and was referred to the Standing Committee on General Government. The standing committee has now completed public hearings on Bill 75, and the government is committed to having this policy in place by September 1986.

Bill 75 is designed to ensure French-language representation on school boards operating French-language instructional units. It provides for French-language sections on school boards with exclusive jurisdiction over French-language matters. The bill contains parallel provisions for the English-language governance of education in areas where English-speaking students are in a minority. The measures included in the bill will come into effect at the 1988 municipal elections. The bill also provides for interim measures to be in effect from January 1, 1987, until the 1988 election.

As an integral part of this initiative, another milestone was achieved with the decision to establish a homogeneous French-language school board for the Regional Municipality of Ottawa-Carleton. A committee, headed by Albert Roy, is

drafting an implementation plan that will allow for the creation of such a board at the 1988 municipal elections.

During the year, two major commissions submitted their reports. The report of Bernard J. Shapiro, who served as sole commissioner on the role of private schools in Ontario, was released in November. The report contained sixty-one recommendations, and these were presented to the public at a series of information sessions across the province during the winter of 1985-86. This report and public input is being analysed by the ministry.

The Report of the Commission on the Financing of Elementary and Secondary Education, chaired by H. Ian Macdonald, was released in March 1986. It contained fifty-four recommendations and has been widely circulated to the public and the educational community for reaction.

On September 1, 1985, the provisions of the Education Amendment Act, 1980 (Bill 82) became fully effective. The provisions of the amendment, which have been phased in over the past five years, require the province's school boards to provide a full range of programs and services for their exceptional students.

In March of 1986 more than 800 educators, students, and multicultural community representatives met in Toronto at a ministry-sponsored conference on race and ethnocultural relations. More than sixty workshops were held during the three-day conference.

During the year significant steps were taken to bolster co-operative education and transition-to-employment programs operated by the province's school boards. A total of \$13 million was allocated for the next three years in support of these initiatives, and it is expected that the number of students participating in co-operative education programs will double to 44 000 students from the 22 000 currently participating in such programs.



The development of English- and French-language curriculum documents is one of the functions of the Curriculum Branch. At present, some eighteen support documents to *The Formative Years*, which states curriculum policy for the Primary and Junior Divisions, are in production. In addition, the Curriculum Branch is consolidating about one hundred Intermediate and Senior Division documents into a set of about twenty subject guidelines. The new curriculum guidelines will reflect the policy requirements set forth in *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1984* (OSIS). OSIS outlines program and diploma requirements for Grades 7 to 12 and includes provisions for the development of Ontario Academic Courses (OACs). In all the new guidelines intended for Grades 7 to 12, courses will be designed at three levels of difficulty — basic, general, and advanced.

The following documents were completed in the 1985-86 fiscal year:

- *After 8?* (English and French)
- *Anglais/English, Intermediate and Senior Divisions, 1985* (curriculum guideline)
- *Energy in Society 2, Part 1, Intermediate and Senior Divisions* (resource guide)
- *Mathematics, Part 1, Intermediate and Senior Divisions, 1985* (curriculum guideline)
- *Mathematics, Part 2, Intermediate and Senior Divisions, 1985* (curriculum guideline)
- *Mathematics, Part 3, Intermediate and Senior Divisions and Ontario Academic Courses, 1985* (curriculum guideline)
- *Personal Life Management, Intermediate and Senior Divisions, 1985* (curriculum guideline, English and French)
- *Sex-Role Stereotyping and Women's Studies, 1985*, revised edition (resource guide, French)
- *Shared Discovery: Teaching and Learning in the Primary Years* (support document to *The Formative Years*, English and French)
- *Student Guidance Information Service: Guidance-related Items, 1985* (poster, bilingual)
- *Student Guidance Information Service: Master List of Occupational Titles, 1985-86* (bilingual)
- *Technological Studies, Part B: Electrical Grouping, Intermediate and Senior Divisions, 1985* (curriculum guideline)
- *Values, Influences, and Peers, 1985* (resource document, French)
- *Visual Arts, Intermediate and Senior Divisions, 1986* (curriculum guideline)
- *Visual Arts, Primary and Junior Divisions* (resource document, French)
- *Welcome to SGIS* (English and French)

Arts in Education

The Arts in Ontario Schools/Les arts et les écoles ontariennes, a discussion paper, was circulated by the Ontario Ministry of Education Arts Group to stimulate discussion about the importance of the arts in the school curriculum.

The analysis of written responses and summaries of group discussions revealed several major recurring themes. Recommendations were made for the development of the following:

- strong leadership in, and a dedicated commitment to, the improvement of existing arts programming and new programs to better meet the needs of all Ontario students;
- positive attitudes towards the arts as an integral part of the curriculum;
- greater communication and co-operation among teachers, boards, ministries, agencies, artists, and the community, to ensure an ongoing network of support for the arts;
- innovative practices in teacher education and professional development.

Visual Arts, Intermediate and Senior Divisions has been released. This guideline outlines the goals and aims for visual arts programs for Grades 7 to 12.

Continuing Education

The goals and objectives for continuing education are outlined in *Continuing Education in the Schools, Colleges, and Universities of Ontario*.

An interministerial task group has reviewed continuing education policies related to schools, colleges, and universities. Its report has been forwarded to the Ministries of Education, Colleges and Universities, and Skills Development for reaction and distribution.

A document on adult continuing education has been validated by educators across Ontario and is now in the initial stages of production. It contains sections on adult basic education, English/French as a second language, general-interest programming, and meeting the needs of adult learners.



Co-operative Education

Co-operative education programs integrate classroom theory with on-the-job experience. Traditionally, the areas of co-operative education have been business education, community programs, and technological education. However, co-operative education programs in English, French, theatre arts, science, mathematics, and geography are expanding rapidly.

Students at all academic levels are benefiting from co-operative education programs. As well as enabling them to acquire first-hand knowledge and experience, these programs provide students with opportunities to develop important life skills, such as those related to interpersonal relationships and self-discipline. These skills, along with an understanding of the world of work, greatly facilitate students' transition from school to the workplace.

The co-operative education programs are receiving enthusiastic support from students, parents, employers, and educators.

One hundred and three schools boards received financial assistance through the

Co-operative Education and Transition-to-Employment Incentive Fund. The purposes of this fund are to assist school boards to:

- initiate or expand their co-operative education programs;
- initiate or expand their transition-to-employment programs for school-leavers.

Thirteen million dollars will be provided by the province on a shared-cost basis over a three-year period beginning April 1, 1986, and ending March 31, 1989.

Under the provisions of the fund, school boards will receive financial assistance to:

- overcome the financial barriers that prevent the participation of some students in co-operative education programs (e.g., the cost of transportation, safety equipment, lodging for students from remote communities);
- employ a resource person who will assist school-board personnel in the areas of co-operative education or transition-to-employment programs for school-leavers.



Document Development Under OSIS (Grades 7 to 12/OACs)

Business studies. The production of the business studies guideline is nearing completion.

Dietary supervisor. The revision of this guideline has been initiated.

Discipline. This document offers suggestions regarding fair and just discipline policies and practices. It also gives specific suggestions concerning the development of codes of student behaviour, as required by OSIS. *Discipline* is in the final stages of production.

English. A revision of the guidelines for the Intermediate and Senior Divisions is under way; no changes will be made in the guideline for the English Ontario Academic Courses (OACs), which was published in October 1984.

Family studies. The validation and the related revisions of this guideline have been completed, and production has started.

Fashion arts. A revision of the 1967 guideline is under way.

Français. This guideline is in the validation stage.

French as a second language. The document outlining OACs in French as a second language for core, extended, and immersion French is in the final stages of production.

Geography. A draft curriculum guideline to cover geography-related courses has been distributed for validation.

History and contemporary studies. This document is in production.

Modern languages. A new language guideline is being developed. It will provide general principles for teaching and learning German, Italian, and Spanish, as well as other European, Eastern, and Oriental languages that until now have been offered only as experimental courses.

Music. The music guideline for the Intermediate and Senior Divisions is being validated.

Physical and health education. Work has begun on the revision of the curriculum guideline for physical and health education. The validation draft of the OACs has been distributed for reaction.



Science. A team of educators is engaged in revising all of the science courses in preparation for the publication of a single Intermediate and Senior Division science curriculum guideline. This document will be organized into modules and will cover the following courses:

- Science, Grade 7
- Science, Grade 8
- Science, Grade 9, Basic Level
- Science, Grade 9, General Level
- Science, Grade 9, Advanced Level
- Science, Grade 10, Basic Level
- Environmental Science, Grade 10, General Level
- Science, Grade 10, General Level
- Environmental Science, Grade 10, Advanced Level
- Science, Grade 10, Advanced Level
- Science, Grade 11, Basic Level
- Applied Biology, Grade 11, General Level
- Applied Chemistry, Grade 11, General Level
- Environmental Science, Grade 11, General Level
- Biology, Grade 11, Advanced Level
- Chemistry, Grade 11, Advanced Level
- Science, Grade 12, Basic Level
- Applied Physics, Grade 12, General Level
- Environmental Science, Grade 12, General Level
- Technological Science, Grade 12, General Level
- Environmental Science, Grade 12, Advanced Level
- Geology, Grade 12, Advanced Level
- Physics, Grade 12, Advanced Level
- Biology, OAC
- Chemistry, OAC
- Physics, OAC
- Science in Society, OAC

Technological studies. The technological studies guideline has three parts.

Part A: Policy for Program Planning provides an overview for planning technological studies curriculum. It has now been distributed to schools and boards. *Part B* contains the new subject guidelines for technological courses in Grades 7 to 12 and is currently being released as modules that correspond to the ten subject groupings. *Part C*, which outlines three OACs in technological studies — Analog and Digital Electronics, Fluid Power and Control, and Computer Technology (Interfacing) — has now been validated and will be released in the next fiscal year to schools and boards.



Drug Education

An ongoing priority of the ministry is the provision of drug-education information to the schools. In the 1985-86 fiscal year, the ministry continued to co-operate with the Addiction Research Foundation in providing drug-education resources to schools in both languages of instruction. Further, the ministry worked with an interagency group, the Drug Education Co-ordinating Council, to sponsor one-day seminars on drug abuse for parents, educators, and other involved professionals. The ministry also co-operated

with the Ontario Association of Chiefs of Police in the dissemination of two drug-education programs, "Consider the Source" for Grades 4 and 5 and "With Friends Like That" for Grades 7 and 8. The ministry worked with the Royal Canadian Mounted Police to provide information and posters to all schools about the Royal Canadian Mounted Police and National Hockey League program on drug-abuse prevention.

Early Primary Education Project

The Report of the Early Primary Education Project was released for study and comments. Responses to the report will be received by the ministry's Research and Information Branch until May 15, 1986. After the ministry has

considered the responses and completed discussions with other ministries and institutions, future initiatives and directions regarding early primary education will be announced.

French as a Second Language

Since 1977, when new initiatives in French as a second language (FSL) were announced, Ontario elementary school FSL programs have increased in depth and variety. Between 1977 and 1985 the number of school boards offering core French starting in Grade 4 or earlier

increased to 122 from 71. The number of boards offering immersion French increased to 70 from 28, while those offering extended French remained at 10. Ninety per cent of all school boards now begin core French by Grade 4; 51 per cent offer immersion French.



Two significant provisions encourage boards to build secondary school programs on the foundation laid by elementary FSL programs. One credit in FSL is compulsory for the Ontario Secondary School Diploma, and start-up funds are available in the general legislative grants to encourage the continuance of

immersion French and extended French programs at the secondary school level.

An information booklet entitled *Ontario's FSL Programs: Teaching and Learning French as a Second Language in the 1980s* is available to parents, educators, and the public.

Guidance

The revised curriculum guidelines for Grades 7 to 12 and the OACs for all subjects contain a substantial segment on career education. Teachers are given information and resources so that they may assist in the guidance program by relating their subjects to career areas and economic considerations.

Insights, the new guidance resource document for Grades 9 and 10 now in production, stresses relating effectively to others in developing educational plans. In addition, lessons are presented to assist students in getting to know and appreciate themselves and in exploring career alternatives.

The revised 1986 edition of *After 8?* was provided to school boards for all Grade 8 students and their parents.

To mark International Youth Year and to coincide with Career Week, a special exposition of occupations of the future was held at Exhibition Place, Toronto, in November 1985. It was sponsored jointly by the Province of Ontario and Employment and Immigration Canada, in association with the Municipality of Metropolitan Toronto. Many Ontario students attended this event.

A revision of the Ontario Student Record (OSR) System was initiated in 1985, beginning with all students entering the educational system for the first time.



The Linkage I Program

The Linkage I program aligns the contents of ten secondary school subjects in technological studies with the in-school components of apprenticeship and modular-training programs. Graduates of the program who continue their training

in these occupations receive recognition for the learning they achieve while in secondary school. Approximately 10 000 students were involved in the program during the 1985-86 school year.

Multiculturalism and Race Relations

The Ministry of Education continues to express in its guidelines and support documents, where applicable, the need for students to develop an appreciation of each other's culture of origin and to understand and appreciate the points of view of ethnic and cultural groups other than their own. Approximately 92 000 students are enrolled in the Heritage Languages Program for elementary school pupils.

A provincial conference on the topic "Race and Ethnocultural Relations" was held in Toronto in March 1986. More than 800 participants from across the

province shared in the many workshops and plenary sessions, which included such topics as race-relation policies, curriculum materials, assessment and placement procedures, and teacher education. This conference provided an opportunity for the Ministry of Education to renew and strengthen its commitment to the principle of equality of status and opportunity for all.

Follow-up activities from this conference will include the appointment of an advisory committee with the mandate to establish a generic policy on race and ethnocultural relations for school boards.



Native Education

A Native-as-a-second-language program will be implemented in Ontario schools in the 1987-88 school year. A curriculum guideline for the teaching of Native languages in the Primary, Junior, Intermediate, and Senior Divisions is under development.

The implementation of the Native-as-a-second-language program includes the establishment of the Native Language Teacher's Certification Program. This three-session program started in 1985 at two locations — Lakehead University in Thunder Bay for Algonquian-language (Cree, Ojibwa, Delaware) teachers and the University of Western Ontario in London for Iroquoian-language (Mohawk, Cayuga, Oneida) teachers.

The Native Counsellor's Training Program is designed to provide a means by which Native counsellors can develop the essential skills and knowledge they require to counsel Native students in elementary and secondary schools. Since this three-session program began in 1977, 100 Native persons have been granted the Native Counsellor's Certificate from the Minister of Education.

An implementation program for the People of Native Ancestry series of curriculum materials, as well as the supplementary kit "Touch a Child", continued this year.



Student Guidance Information Service

The Student Guidance Information Service (SGIS) is a computer-based information-retrieval system that provides career information. It is available to students in the Intermediate and Senior Divisions in both English and French.

SGIS has an extensive data base, which consists of descriptions of approximately 1000 occupations. As well, it includes information on educational requirements, postsecondary institutions, and other guidance-related matters such as summer employment, Linkage and apprenticeship programs, résumé writing, job interviews, and occupational trends. The SGIS data base is updated on an ongoing basis so that it provides current information in the area of career education.

SGIS is available through Telidon in a number of selected sites across the province, including secondary schools,

libraries, and Youth Employment Centres. A survey of Telidon users showed that SGIS was the most popular of the data bases being used.

As students have come to expect the immediate feedback of information made possible by classroom microcomputers, the batch-processing mode of delivering SGIS career information has become outdated. However, it continues to be the most economical computerized service of its kind. A feasibility study, completed in March 1986, recommended a new storage system for SGIS, which will assist in the development of more appropriate delivery methods.

Values Education

The French version of *Personal and Societal Values* is under development. This document is intended to help teachers implement the values-education policy outlined in *The Formative Years*.

Another Ministry of Education initiative in values education is *Values, Influences, and Peers*. This resource document, also known as Project VIP, was completed in 1984 in co-operation with the Ministry of the Solicitor-General. The document was released in English and French in 1985.

The VIP program is designed for Grade 6 pupils for use in a team-teaching mode involving a classroom teacher and a police officer. Since its pilot phase in 1982, more than 125 Ontario school boards have become involved with VIP, either on a pilot basis or as part of the approved

learning programs within school board curricula. The Ontario Provincial Police and municipal police forces are co-operating in providing officers to support the program.

VIP encourages positive social behaviour. It deals with topics such as values, peer pressure, authority, law, friendships, drug abuse, vandalism, shoplifting, and telling the truth. The program helps students by enhancing their self-esteem and teaching them how to recognize and cope with negative peer pressure. VIP also assists students to improve their moral decision-making skills and to understand the value of being good citizens.





Services for Education

Communication Services

The role of the Communication Services Branch is to disseminate information to the numerous client groups of Ontario's education system — students, parents, teachers, trustees, educational administrators, and the public in general.

During the 1985-86 fiscal year, more than 50 000 telephone and written inquiries from the public and from media representatives from across the province were

answered by branch staff. Information brochures and booklets explaining various aspects of Ontario's educational system were distributed through school boards and parent-teacher groups.

Exhibits were staged at seminars, workshops, and educational conferences. The branch also produced the more than 100 publications that were issued by the ministry during the 1985-86 fiscal year.

Franco-Ontarian Education

During the 1985-86 fiscal year, the Ministry of Education made further advances in areas dealing with French-language education.

On December 12, 1985, the Minister of Education introduced Bill 75, an act to amend the Education Act. This bill enables Ontario's French-language population to govern French-language schools and classes. The Minister also announced the establishment of a special committee to recommend a plan for the creation of a homogeneous French-language school board for the Ottawa-Carleton region in time for the 1988 school board elections.

The proposed governance legislation allows for the establishment — as an interim measure — of French-language education councils (FLECs) on boards that operate French-language instructional units. The FLECs will come into force in January 1987 and will remain in place until the school board elections in November 1988. FLEC members — elected to school boards by those having the constitutional right to have their children attend French-language schools — will have exclusive jurisdiction over French-language programs and facilities.



FLEC members will also be able to vote on issues and concerns of common interest, such as the board's annual budget. The FLECs will have three or more members each, depending on the number of French-speaking students within a board's jurisdiction. Trustees holding the necessary qualifications and elected in the 1985 municipal elections are eligible to become members of the FLECs.

Boards not operating French-language schools or classes but purchasing such services from another board will have their existing French-language advisory committees (FLACs) strengthened. This change will allow each FLAC chairperson to sit with the board and present, or speak to, issues concerning the education of the board's French-language students.

Beginning with the 1988 municipal elections, qualified electors will be able to vote for trustees to sit on a French-language section (FLS) of a board that

operates French-language schools or classes or that buys such services for 10 per cent, or 300, of its resident students. The FLS will permanently replace the FLEC and will have exclusive jurisdiction over French-language matters.

Trustee representation on an FLS will be based on the ratio of French-language students to the total student population. In areas where English-speaking students are a minority of the student population, parallel provisions will be made for English-language governance of education.

A student-council leadership seminar held entirely in French was offered again this year to members of student councils of French-language instructional units at the secondary school level.

French-language programs previously established were maintained during the present year.

Independent Learning Centre

March 1, 1986, marked the sixtieth anniversary of the Ministry of Education's correspondence school, now called the Independent Learning Centre (ILC). Since 1926 more than one million Ontario residents have benefited from this free home-study service. The sixtieth anniversary slogan, "Setting a Course for the Future", reflects the commitment that the ILC has made to helping meet current and projected educational needs and ensuring equal access to an education for Ontarians.

In 1985-86 seventeen new courses were released. An emphasis was placed on the preparation of a variety of effective basic level courses for adults. Audio cassette tapes provide additional resource and instructional material to supplement the print-based lessons for most of these courses.

A course in adult basic literacy was a new addition to the non-credit adult basic education program which started

in 1984-85 with a course in English as a second language. These courses are unique in that the assistance of a volunteer tutor and taped telephone conversations between students and teachers play important roles. Two adult basic English courses, which do not require the services of volunteer tutors, round out the non-credit program. New secondary courses include basic level Canadian Geography, Law, Peoples of Native Ancestry, English, and French.

While course enrolment in 1985-86 remained stable, the ILC outreach service to specific client groups grew. The number of courses sold on a cost-recovery basis to school boards and other purchasers increased by 58 per cent from 1984 to 1985.

Seven small secondary schools offered the ILC service as an option to young people registered in the youth-training program of the Ministry of Skills Development. The ILC helped community and volunteer organizations across the province to adapt and utilize the adult basic education courses. In addition, the service to secondary day-school students and institutionalized persons continued.

The total number of courses available to ILC students increased to 223 in 1985-86. The province-wide, toll-free telephone

service continued to be an important part of the independent learning process. Requests for information, enrolment, and counselling exceeded 190 000. The use of the telephone tutoring service by students requiring assistance with their courses increased by 50 per cent to 2100 hours.

Receptions were held in Peterborough, Ottawa, Hamilton, Windsor, London, Toronto, Barrie, North Bay, and Thunder Bay to honour those who achieved excellence in the ILC program in 1985. Sixty-five outstanding students received awards. They ranged in age from a seventeen-year old female student, who completed Grade 12 through the ILC in an isolated Northern Ontario community that had no secondary school, to an eighty-nine-year-old great-great-grandmother, who studied basic math with the ILC because she had not finished elementary school. Eighteen teachers and five day-school co-ordinators also received awards.

The ILC's *Student Guide* in English and French provides information about the courses and services offered to Ontario residents.

Provincial Schools

The Provincial Schools Branch is responsible for the general planning, leadership, direction, and supervision of the direct educational services offered by the ministry to residents of the province for whom local provision is not made. The branch provides day and residential education programs in Demonstration Schools for the Learning Disabled, in schools for the blind and the deaf, in Training Schools, and in Developmental Centre Schools. The branch also provides teacher-education programs at the Demonstration Schools and at the schools for the blind and the deaf. These schools also serve as resource centres for local school boards offering programs for exceptional students.

Demonstration Schools

The Ministry of Education provides the services of three Demonstration Schools for Ontario children with severe learning disabilities — the Trillium School in Milton, Centre Jules-Léger in Ottawa, and Sagonaska School in Belleville. Although the primary responsibility for providing appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting. These Demonstration Schools were established to provide special residential education programs for students between the ages of six and twenty-one years. The activities associated with the residential components of the programs are designed to enhance the development of each

student's academic and social skills. One of the basic objectives of each of these schools is to develop the abilities of its students to the point where they will be able to return to local programs operated by school boards.

Both the Trillium and the Sagonaska schools are operated directly by the Ministry of Education. The Trillium program has an enrolment of forty students, with English as the language of instruction. The Sagonaska program is designed to meet the needs of English-speaking students with specific language-learning disabilities; currently forty such students are enrolled.

The Centre Jules-Léger is funded by the Ministry of Education under a contractual agreement with the Faculty of Education, University of Ottawa, which is responsible for the delivery of the total program at the centre. The current enrolment of thirty-four French-speaking students includes students with learning disabilities, some of whom have been diagnosed as having a specific language-learning disability.

An in-service teacher-education component is provided at each Demonstration School. This service is designed so that methodologies and materials can be shared with locally operated programs across the province.

Schools for the Blind

The W. Ross Macdonald School in Brantford is one of the most modern schools for the blind in the world. It currently has an enrolment of 234 students. The school program, which provides a high standard of education tailored to the needs of blind students, prepares these students to live independently in an environment that is not artificially sheltered. The curriculum is based on the general programs developed for all students in the province and offers a full program from Grade 1 to secondary school graduation. A training program for teachers of the blind and the deaf-blind is provided at the school in association with the Faculty of Education, University of Western Ontario.

Comprehensive, personalized life-skills and mobility programs are designed to train students to function competently in many of the same work environments as non-handicapped persons do. Concerted efforts are also being made to promote higher levels of educational and social integration of visually handicapped and deaf-blind students within the community. In order that students may also continue to experience the

benefits of a family setting, weekly transportation home is provided, where feasible. Students from Northern Ontario have the opportunity to travel home at least once a month for extended weekends.

Through workshops, seminars, special courses, and the increased distribution of free, large-print textbooks to schools, the W. Ross Macdonald School has expanded its role as a provincial centre for the visually handicapped. The school has also assumed the co-ordinating role in providing audio and braille materials to school-age and postsecondary students throughout the province, and it offers professional services and guidance to other provincial ministries of education on a co-operative basis.

The W. Ross Macdonald School provides one of the leading programs in North America for multihandicapped deaf-blind students. The program serves the province of Ontario and also offers education to deaf-blind students from British Columbia, Alberta, and Manitoba. There are currently fifty-one students in the program.



Schools for the Deaf

The ministry operates three schools for the hearing-impaired: the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Robarts School in London. All three are regional resource centres for the hearing-impaired and provide a broad range of services to local school boards and agencies in addition to their programs for their own students. These services include audiological and psychological assessment, educational programming, consultation in support of local programs, preschool visits, family counselling, and the provision of information to the public.

The Robarts School, with an enrolment of 64 residential and 49 day students, and the Ernest C. Drury School, with an enrolment of 64 residential and 220 day

students, offer five-day-a-week residential programs, with all residential students returning home each weekend. The Sir James Whitney School, with 150 residential and 64 day students, provides a seven-day-a-week residential program throughout the school year, since the school serves the distant northern areas of the province. It makes provision for weekly trips home for more than half its students; all students manage to return home every third week on average.

These schools provide educational programming from Kindergarten to secondary school graduation, encompassing a comprehensive range of elementary, secondary, vocational, life-skills, and co-operative education course options; in addition, they offer the specialized training and help required to meet the special needs of the hearing-impaired.



The unique and varied problems resulting from this handicap have always necessitated small groupings and personalized programming. Such programming is being continuously refined and extended to provide these children, wherever possible, with the same school experiences as those available to non-handicapped children. These include opportunities for integration at local schools; academic, vocational, and life-skills classes in the provincial schools; and programs for those who are multihandicapped. Graduating students may earn an Ontario Secondary School Diploma. Ongoing liaison with adjacent health facilities — the Chedoke-McMaster Family Services Centre in Hamilton, the Children's Psychiatric Research Institute in London, and Beechgrove Regional Children's Centre in Kingston — gives the schools considerable access to outside expert opinion and increases their capability to create programs for students with diverse and sometimes severe additional handicaps.

Five graduates from the schools for the deaf were accepted last year at Gallaudet College, Washington, D.C., the only recognized liberal-arts college for the deaf in

the world; twenty-eight entered other postsecondary programs; thirty-one graduates entered regular employment, and four found sheltered employment.

The Teacher Education Centre in Belleville provides a one-year post-graduate training program for certificated teachers and selected university graduates with hearing impairments. This program prepares trainees to work in schools and classes for the hearing impaired. Twenty trainees are currently enrolled at the centre; they will receive the Ontario Diploma in Deaf Education on the successful completion of their studies.

Developmental Centre Schools

There are currently eighty-five students in the three Developmental Centre Schools located in residential facilities operated by the Ministry of Community and Social Services. Students are mentally retarded, developmentally handicapped, or emotionally disturbed; many are multihandicapped. Specially trained teachers work with multihandicapped children, who may have hearing, visual, orthopaedic, and, in many cases, behavioural problems. A secondary school program is offered in one school for emotionally disturbed/socially maladjusted adolescents.



The prime goal of the schools is to provide opportunities for each student to acquire the basic skills, knowledge, and attitudes required for participation in society. Programs, therefore, have been designed to encourage student participation in social and recreational activities in both the school and the community. The concept that these students can and should be integrated into the community is being increasingly accepted by members of the host communities. Communication skills, motor skills, and personal-life-management skills are a part of all programs.

Negotiations are continuing with local school boards to have them assume responsibility for the education programs in the Developmental Centre Schools within their respective jurisdictions. These programs would be funded under the general legislative grants regulation. Since September 1982 eight programs have been transferred. Negotiations to transfer two of the remaining three programs are continuing; one program will be closed as the result of declining enrolment. These transfers fulfil the spirit of recent legislation, which supports staffing, supervision, and administration by local school boards.

Training Schools

Training Schools, located in Cobourg, Oakville, Simcoe, and Sudbury, provide secure care/treatment and education to a population of approximately 160. The residential component is operated by the Ministry of Community and Social Services under the Young Offenders Act or the Children's Mental Health Act.

Educational programs are operated on a co-operative basis with other facility-based programs. These co-educational schools accommodate students from twelve to seventeen years of age who have been charged and are awaiting trial, have been charged and sentenced, or have been admitted for specific treatment.

The secure-treatment population is composed of children who have been assessed as having a mental or emotional disorder. Full initial and continuing assessments are carried out to establish appropriate individual educational programs. Regular, remedial, and special education programs are provided both at the elementary and secondary school levels. Students generally have behavioural exceptionalities; some are learning-disabled, and others are slow learners. Along with the core subjects, students are provided with extensive vocational and life-skills courses. Close community liaison is provided for students returning to the school system.

Research and Information

The Research and Information Branch provides a variety of information services to the ministry, the educational community, and the general public. One of its most important functions is to gather information that is useful to the ministry in its planning and policy development activities.

The branch manages the contractual research program, through which the ministry provides funding for educational research in Ontario. Examples of research projects include an investigation of the impact of technology on teaching and learning in the classroom, studies on the use of performance appraisal in the education system, and an examination of the role of the trustee. Significant findings and related information are widely distributed.

The branch provides support services and policy analysis for the deputy minister and the minister on a wide range of corporate policy matters. It also assists staff within the ministry with their planning and policy development activities.

The branch's Strategic Planning Services Unit makes an important contribution to the effectiveness of the ministry's strategic planning by identifying relevant trends and developments in society. This information assists senior management in considering options and formulating long-term goals in the course of the ministry's annual planning process.

To assist ministry staff in investigating and analysing topics related to education, the branch's Information Centre provides an extensive range of information and reference services, supported by a comprehensive resource collection.

The branch is also responsible for the collection and analysis of statistical information on the education system through its Statistical Information Services Unit. In addition, it assists ministry staff to determine what information they need for a particular project and to interpret the data collected for the purpose. Statistical information on education is made available to the public through a variety of publications.

The branch's Public Inquiries Unit performs another important information function by answering questions from the public on education programs and opportunities in Ontario.

Special Education

September 1, 1985, was a very significant day in the history of special education in Ontario, for on that date the provisions of the Education Amendment Act, 1980 (Bill 82) became fully effective.

In May 1985, in accordance with the Education Act and the pertinent regulations, each Ontario school board submitted to the Minister of Education a report on its annual review of its official special education plan, as presented in 1982 and amended in 1983 and 1984. In addition, each school board submitted its Consolidated Report on the Provision of Comprehensive Special Education Programs and Services, to indicate compliance with the requirements of the Education Act. The board reports were reviewed by the ministry's regional offices, and each board was informed of the results of the review.

Each school board is now expected to observe fully and practise the requirements of the legislation. The regional

offices will continue to play a vital role in ensuring that all exceptional students in Ontario have available to them appropriate special education programs and services. The operation of a board's Special Education Advisory Committee continues to be given special emphasis, and the ministry has assisted in providing leadership workshops for committee members and school board officials across the province.

In order to ensure that the special education plan of each school board remains in effect after the school year 1985-86, amendments were filed to Regulation 274, "Special Education Programs and Services". These amendments require school boards to review their special education plans annually and to amend them where necessary. In addition, each board is required to submit a report that details its provision of special education programs and services to the Minister of Education every second year, commencing in the spring of 1987.

During the implementation phase of Bill 82, ministry officials monitored the various operations under the special education legislation, including identification, placement, review, appeal, and tribunal processes. As a result, it was



evident that some refinements to the legislation were warranted. Proposals for amendments have been developed, and a discussion paper is being circulated widely for public consultation until June 27, 1986. In developing these proposals, the ministry has paid particular attention to the principles of natural justice and procedural fairness.

Parents continue to avail themselves of the services of the Ontario Special Education Tribunal. Since its establishment in 1983, the tribunal has conducted a total of fifteen hearings. This number includes eight leave hearings and seven appeal hearings.

A longitudinal study of the implementation of the Education Amendment Act, 1980 (Bill 82) is nearing completion. This study addresses the development of special education programs and services in Ontario prior to Bill 82 and will provide an outline of the pilot year (1980-81) and of the effects of program implementation. The resulting document will provide a record of this important period in the history of special education in Ontario.

Program/Policy Memorandum No. 81 was implemented in September 1985. This special agreement among the Ministries of Education, Health, and Community and Social Services provides school-age

children requiring health-support services during school hours with access to educational programs in school settings. The provision of specific health-support services is shared by school boards, the Home Care Program of the Ministry of Health, and agencies funded by the Ministry of Community and Social Services.

The ministries announced agreement on their guidelines for the provision of speech and language services, which are designed to assist local officials to identify which service provider has the primary responsibility for a communication disorder. While school boards are providing the service for the largest number of students with special support needs, the Home Care Program of the Ministry of Health is providing specialized services for approximately 3000 students.

School boards, service agencies, and parent groups are to be commended for their excellent co-operation in the implementation of this initiative.

On August 21, 1985, the Minister of Education announced the establishment of the Review Committee for Vocational Rehabilitation Services/Learning Disabilities Placements to receive applications

for review of those pupils whose placement in private schools during 1984-85 was funded under the Vocational Rehabilitation Services Act. The review committee received applications for review, met with parents and students, and made recommendations to the Ministers of Education and Community and Social Services. The decision of the ministers indicated to the parents that, for 1985-86, the appropriate educational placement to meet the needs of these students could be provided by either the local school board, a provincial demonstration school for the learning-disabled, a treatment centre, or a private school. Where placement in a private school was recommended and approved, parents were compensated by the Ministry of Community and Social Services. This activity represented a one-year-only provision to accommodate the needs of a small number of severely learning-disabled children.

In the area of curriculum development, a resource document entitled *Programming for the Gifted* was released for distribution to schools in December. Orientation workshops were held across the province to assist teachers and administrators to develop appropriate special education programs for gifted students. This in-service activity will culminate in a

provincial conference scheduled for October 1986. The conference will focus on exemplary programs in gifted education from across the province and will consolidate the network of educators of the gifted that is developed during the orientation process.

The major revision and extension of the *Handbook for Teachers of Students With Learning Disabilities*, as well as of resource documents with a focus on behaviour and vision, are nearing completion. These publications will encompass all divisions and will provide teachers with suggestions for the development and implementation of instructional programs.

A revision of the resource book *Designing Schools for the Physically Handicapped* has been completed and will be published in the next fiscal year. This document is one example of the ministry's efforts to ensure that the needs of exceptional students are met in the local community school wherever possible. To further enhance this effort, the ministry co-sponsored with the Secretariat for Disabled Persons a tour of Northern Ontario secondary schools by Beryl Potter, a multiple amputee.



Teacher education in the area of special education continued to receive considerable attention. In co-operation with the Ministry of Colleges and Universities, the Special Education Additional Qualifications Course Guidelines were reviewed and revised. They are designed to facilitate modifications in the format of the

courses and to provide teachers with increased opportunities for training in special areas. The revised guidelines have been approved for implementation in the summer of 1987. Resource materials are being developed to assist the staff of the faculties of education in the design of the courses.

Affirmative Action

Ontario's school boards have shown great leadership in the area of affirmative action/employment equity. They were, in fact, the first public-sector field to become involved in the Affirmative Action Incentive Fund.

This program, co-sponsored by the Ontario Women's Directorate and the Ministry of Education, reimbursed school boards for up to 75 per cent of the cost of hiring an affirmative-action co-ordinator to a maximum of \$38 000 over a two-year period. Boards were also eligible for a \$3000 grant for special projects.

The response to the Affirmative Action Incentive Fund for school boards has been tremendous. By the end of March 1986, more than \$2 million had been sent to school boards for affirmative action projects operating between January 1, 1985, and December 31, 1986.

The seventy-nine participating school boards have in place resource people responsible for a variety of affirmative action/employment equity initiatives. Those boards that already had an employment-equity resource person prior to the inception of the incentive fund program are using incentive funding to establish special projects (e.g., the creation of data bases) and to conduct research.

Many boards participate in a co-ordinators' network organization. The Employment Equity Network for School Boards provides an opportunity for those involved in affirmative action/employment equity to exchange program information and identify significant issues to be addressed.

Since the incentive fund was announced in December 1984, school boards have seen a great deal of progress in the area of affirmative action/employment equity:

- Two school boards, North York and Toronto, have been singled out for distinction through the Employment Equity Awards of the Ontario Women's Directorate.
- School boards in Windsor, Lanark, and Stormont, Dundas and Glengarry are offering innovative "job-shadowing" programs, designed for women who want experience and training at a more senior level.
- The Carleton Board of Education is developing a computer program to assist in employment targetting.
- Other boards across the province are forming regional networks in which affirmative action co-ordinators meet to discuss significant issues pertaining to their regions.
- The Lakehead Board of Education and the Lakehead District Roman Catholic Separate School Board, in co-operation with Confederation College and Lakehead University, organized an awareness seminar for trustees, governors, and senior administrators. The school boards are also participating in a newly established Northwestern Ontario Employment Equity Network along with other public sector employers.

Evaluation and Supervisory Services

In the 1985-86 fiscal year, major accomplishments in the field of evaluation services were made in three general areas: assessment pools, provincial reviews, and Ontario Academic Courses (OACs). Contracts were finalized and subject-advisory groups were established for six new pools in the Ontario Assessment Instrument Pool (OAIP)/*Banque d'instruments de mesure de l'Ontario (BIMO)*. Pools will also be developed in English, arts, sciences, and mathematics.

In addition, a policy/program memorandum on the development and uses of the pools was issued. Work is continuing on the junior mathematics, OAC in biology, and *histoire* pools, while field-trial reports for the pools in physics, chemistry, and *français* will soon be distributed.

A standard operating procedure was produced for conducting provincial reviews in 1985-86. Four provincial review reports

on enrolment auditing, transportation auditing, senior history/social sciences, and family studies were released.

The OAC teacher in-service program, designed to develop consistency in assessment at the classroom level by reviewing the design format and marking of OAC examinations, was piloted in English with "OAC I: Language and Literature". More than forty workshops focusing on evaluation criteria and strategies were held for senior English teachers and curriculum leaders in both secondary and private schools.

Three research studies on the performance appraisal of certificated education staff in Ontario — teachers, principals, and supervisory officers — were completed in 1985. A committee is currently using the reports to develop recommendations for Ministry of Education policy regarding performance appraisal.

The Supervisory Services Unit continued to make progress in the area of certification of professionals. Six faculties or institutions made arrangements to offer the principal's certification course, and advisory committees have been established for each site. In addition, a three-part research contract now under way will study the role, training, and certification of supervisory officers. A final report is expected in March 1987.

In the last fiscal year the Registrar Services Unit completed bilateral agreements for the certification of teachers with two provinces; talks are continuing with four others. Registrar Services also developed the comprehensive design of a Student Information System, which will collect data on the progress of students in secondary schools. The system will provide a data base for decision making regarding diploma and program requirements. In addition, approximately \$1.2 million was awarded to Ontario Scholarship recipients in 1985.

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Special Projects

Book Purchase Plan

Under the Book Purchase Plan each school and board office in the province has an opportunity to order sample copies of Canadian books listed for the first

time in *Circular 14*. (See the section “*Circular 14*” below for a description of this publication.)

Canadian Studies Seminars for Educators From Western Europe

Each summer the ministry organizes two two-week seminars in Canadian studies for educators from western Europe. These programs are offered in reciprocation for seminars that are open to Ontario educators in European countries.

Candidates pay a nominal course fee; the ministry provides the staff and program organization; and the federal Department of External Affairs provides a living-allowance subsidy. The academic and

cultural program includes lectures designed to give visiting educators an overview of Canada and our education system, numerous cultural excursions, and contact with Ontario educators.

A similar program is organized for four weeks for twenty-five French teachers of English as a second language.

Circular 14

The 1986 edition of *Circular 14*, the annual publication listing all textual materials that have been reviewed and approved for use in Ontario schools, contained 153 new English-language and 71 new French-language titles. In selecting textual materials for use in a subject area, a school must choose from those

listed in *Circular 14*, unless permission to use unlisted materials has been granted by the Minister of Education. Approximately 95 per cent of the materials currently listed in *Circular 14* are of Canadian authorship and manufacture.

Education Week

Each year the Special Projects Branch works with school boards to prepare for the annual Education Week celebration. In 1985 the official opening ceremonies for Education Week were jointly hosted by the Prescott and Russell County Board of Education and the Prescott and Russell County Roman Catholic Separate School Board.

Students and teachers in Prescott and Russell County worked together to present a delightful opening ceremony held

in Plantagenet High School. The lively songs and skits presented by the students stressed the co-operative nature of education and highlighted the community's commitment to the Education Week theme, "Education, It's You and I — L'éducation, c'est toi et moi."

Educator Exchanges

The educator-exchange program continued to thrive in 1985-86. At the international level, twenty-eight exchanges were made with the United Kingdom, four with the United States, one with Germany, and thirty-five with Australia.

At the interprovincial level, five exchanges were completed, three with British Columbia, one with Alberta, and one with the Northwest Territories.

Two new programs for administrator exchanges were introduced this year. Four Ontario superintendents took advantage of a one-month exchange with the United Kingdom, and two Ontario principals exchanged places with principals in Quebec for a two-week period.

French-Language Professional Development Programs

Financial assistance was provided to schools boards and other educational agencies for the organization of, and teacher participation in, professional development seminars and workshops

for teachers in French-as-a-first-language or French-as-a-second-language programs. More than 700 grants were allocated through this program.



Grants were awarded to school boards to help them acquire, through full-time study-leave programs, the expertise required to meet the needs of French-language schools.

Bursaries for summer courses were provided to French-as-a-second-language teachers and to teachers in French-language schools. In addition, bursaries for winter courses were awarded to teachers in French-language schools. These bursary programs are administered by

the Student Awards Branch of the Ministry of Colleges and Universities. The summer bursaries are entirely funded by the Department of the Secretary of State of Canada.

The Secretary of State of Canada also provided the government of Ontario with financial assistance for the Winter Bursaries Program and other programs in support of French-language instruction.

Interchange on Canadian Studies

The Interchange on Canadian Studies is a week-long forum on national issues for students from across Canada. It is held in a different province or territory each year in late April or early May and is funded by Open House Canada. Its purpose is to provide students with an opportunity to examine issues pertinent to Canada and to increase their understanding of our cultural diversity and of our identity as a nation.

In 1985 twenty Ontario students were given a two-day orientation in Toronto by the Special Projects Branch. They then travelled to Edmonton for the conference, where their Edmonton partners acted as hosts. During the summer the Ontario students reciprocated when their Edmonton partners came to Ontario for an exchange visit.

International Youth Year

The Special Projects Branch provided a co-ordinator for the International Youth Year (IYY) activities of the Ministry of Education and the Ministry of Colleges and Universities. The co-ordinator's activities involved providing liaison for the

two ministries, the Youth Secretariat, school boards, and outside groups; assisting with plans for special IYY components for various programs; and co-ordinating the IYY activities of the two ministries.

Learning Materials Development Plan and French-Language Fund

The Learning Materials Development Plan and French-Language Fund (Learning Materials) continued to provide funding assistance to publishers, media producers, non-profit organizations, and individuals for the development and production of needed Canadian learning materials. Many different types of learning materials have been produced (books, kits, films, videotapes, filmstrips, cassettes, and records) in such varied subject areas as the arts, guidance, special education, environmental studies, English, French as a second language,

drama, education of and about Native peoples, social studies, health education, music, Canadian literature, and family studies.

Through the 1985-86 Learning Materials Development Plan competition, twenty-eight (twenty-one English-language and seven French-as-a-second-language) projects were funded for the development of print and non-print materials. Twenty-seven projects for French-language schools were funded through the French-Language Fund (Learning Materials).

Official-Language Monitors Program

This program is co-ordinated by the Council of Ministers of Education, Canada, and financed by the federal Department of the Secretary of State. It is designed to encourage bilingual post-secondary students who are attending a university or college in a province or area where their mother tongue is the second language to act as teaching monitors of French or English as a second language.

A total of 406 students — 370 Francophones and 36 Anglophones — at fifteen Ontario universities and four community colleges are being paid \$3000 each to act as part-time monitors in the schools of forty-five Ontario boards, five community colleges, and thirteen universities. The students work eight hours per week with small conversational groups.

Thirty-four Francophone students are also acting as part-time French monitors, providing cultural and linguistic reinforcement, in the French-language instructional units of nine school boards.

The program also serves centres that are distant from a university by providing Francophone monitors for twenty-five hours per week. Twenty-nine of these former university students are in French-language instructional units, and twenty-one are working in the classrooms of French-as-a-second-language teachers in a total of thirty-five school boards. These monitors receive \$8000 for ten months of full-time work.

Approximately 75 per cent of all the monitors in Ontario are from other provinces, and some 25 per cent are Franco-Ontarians.

Ontario-Quebec Class Twinning Program

The Ontario-Quebec Class Twinning Program provides opportunities for students to exchange ideas and information with similar students in the other province through correspondence. This exchange

increases learning and understanding and fosters friendships. Over 150 Ontario classes were twinned with classes in Quebec in 1985-86.

The Ontario Secondary School Students' Association

The Ontario Secondary School Students' Association (OSSSA) is a provincial organization run by and for students involved in student-council activities. Its objective is to promote communication and co-operation among student councils in Ontario, to provide leadership training, and to represent the interests of student councils in dealing with the Ministry of Education and other organizations. The Special Projects Branch provides an adviser to the association.

A twelve-member cabinet, each member from a different region of Ontario, is elected each year at the Ontario Student Leadership Course—Student Council, which is held in September at the Ontario Student Leadership Centre on Lake Couchiching, near Longford Mills. The cabinet holds four weekend meetings a year in Toronto. Each cabinet member is

responsible for forming a regional council and for planning and holding a regional leadership conference for secondary school students in his/her region. In 1985-86 almost 800 students from 157 secondary schools attended the conferences.

In addition, members of the OSSSA cabinet attended national student-leadership conferences in Saskatchewan (September 18-20, 1985) and in Kentucky (November 8-10, 1985), and a panel of students presented a workshop entitled "What Student Councils Can Do to Help Implement a Race Relations Policy" at the Minister's Race and Ethnocultural Relations Conference in March 1986.

An alumni association for past members of OSSSA has been formed.



Ontario Student Leadership Centre

The Ontario Student Leadership Centre on Lake Couchiching hosted nine student-leadership courses in seven separate programs from June to September. The total number of students in all courses was 1390. All programs had full enrolment, and some received applications from more students than they could accept.

Participants in the courses included one hearing-impaired boy and one hearing-impaired girl from provincial schools, as well as their interpreters. As part of the

International Youth Year activities, two foreign students — one from West Germany and one from the United States — were included in the July girls' athletic program.

Programs are staffed by qualified teachers from school boards, universities, the Ministry of Education, and professional organizations. In addition to the ministry programs, youth and adult groups used the centre during May, September, and October.

Ontario Young Travellers

The Ontario Young Travellers program provides financial assistance to classes from Northern Ontario to enable them to visit the provincial capital and benefit from the cultural and educational resources available there. In 1985-86 a total of 7400 students from 200 schools in Northern Ontario were involved in the program.

Grade 8, senior elementary, special education, and mixed Grade 7 and 8 classes, as well as Grade 7 classes that are the

last grade in an elementary school, are eligible for assistance. The costs that are covered include transportation to and from Toronto for all schools, as well as meals and accommodation for students from schools that are located more than 800 km from Toronto. Each school must provide evidence of compliance with ministry criteria regarding itinerary, integration of the visit with the school curriculum, follow-up activities, and supervision.



Project Canada

Project Canada is a national class-twinning program conducted in co-operation with the ministries of education of the other provinces (Quebec excepted) and the northern territories. Through the exchange of correspondence and classroom projects, Ontario

students gain a broader understanding of Canada and a sense of national pride. A total of 706 Ontario classes were twinned with classes in other provinces in 1985-86.

Seminars in Europe for Ontario Educators

Twenty seminars in thirteen Western European countries were open to Ontario educators. These programs, of two-to four-weeks' duration, include both academic and cultural activities designed to broaden an educator's knowledge of the country and its education system, politics, economics, history, culture, and arts,

and in some cases to increase his/her language fluency. Some seminars are partially subsidized by the host country; others are fully subsidized and are offered at no cost to Ontario teachers. During the 1985-86 school year, more than 550 educators attended these seminars.

Student Exchanges and Educational Trips

Three-month international student-exchange programs were conducted with France, Switzerland, Italy, West Germany, and Spain. All European students were hosted by their Ontario partners and attended Ontario schools. The Special Projects Branch conducted three-day orientation seminars for the European students immediately on their arrival and offered a five-day educational/cultural excursion throughout Ontario and Quebec midway through the program.

The Ontario exchange students travelled to France, Switzerland, Italy, West Germany, and Spain, where they were hosted by their European partners and attended school for three months.

A four-week German-language immersion course was offered to twenty-five Ontario secondary school students during the summer of 1985. The students

spent the first three weeks of the course in Kulmbach, Bavaria, and the last week in Berlin. A three-week French-language immersion course was held near Montreux, Switzerland, and was attended by thirty-nine Ontario students in 1985.

A three-month exchange with Quebec students was arranged for 185 Ontario students. Over 1500 students from French-language schools and immersion classes in Ontario travelled to French-speaking centres in Quebec for short educational visits. As well, funding assistance was provided for more than 900 students from French-language Ontario schools to participate in short-term visits or exchanges with other Ontario schools.

Summer Employment Programs for Students

The Experience Program, run in co-operation with school boards and funded by the Ministry of Skills Development, provides summer employment for students. The boards submit applications to the ministry for educational projects, such as tutoring or the preparation of educational kits. The projects are considered on the basis of merit and geographical distribution. Two hundred and two projects were approved by the ministry in 1985-86, and, through grants from the ministry, 972 students were hired by school boards to work on the projects. An additional 37 students were employed by the ministry under the program.

The Campus Employment for Native Students Program offers approximately 170 Native secondary students an opportunity to work with academic and administrative departments of various universities and colleges in Ontario. The project is intended to provide an orientation to the campus environment and to encourage Native secondary school graduates to continue their education. During the 1985 Summer Experience Program eleven community colleges and four universities participated.



Details of the 1986 general legislative grants were released in March. Provincial grants to school boards for 1986 will total \$3331.5 million. This is an increase of 5.4 per cent over the 1985 base. It includes an addition of \$107.3 million to cover the cost of the extension of the separate school system and a reduction of \$98.7 million resulting from the write-down of the grant component of school board debentures held by the Ontario Education Capital Aid Corporation.

The grants for special education were increased in 1986 to \$195 per pupil at the elementary level (\$185 in 1985) and \$139 at the secondary level (\$132 in 1985). The per-pupil amount for trainable-retarded students was increased to \$4320 in 1986 from \$4100 in 1985.

The declining-enrolment provisions introduced in 1981 were continued in 1986. Thus, the declines in enrolment experienced by a board between 1984 and 1985 and between 1985 and 1986 were recognized for grant assistance in 1986.

Funding for Heritage Language programs was increased to \$33.00 per classroom hour, up from \$31.75 in 1985.

The expenditure for continuing education programs in driver education, secondary school credit courses, and adult basic education was recognized for grant purposes at the same level as day-school programs in terms of full-time equivalent enrolment.

The additional allowances to help boards replace technical and vocational equipment were continued.

Grants for the teaching of French both as a first and as a second language were increased by approximately 5.4 per cent over the 1985 levels.

The maximum ordinary expenditures per pupil recognized by the ministry for grant purposes were also increased. The ceiling for elementary school pupils was raised to \$2534 from \$2396 in 1985. The ceiling for secondary school students was raised to \$3445 from \$3275 in 1985. These basic grant-ceiling figures were adjusted upwards by weighting factors to give boards extra grants to compensate for unusually high costs related to the provision of certain programs and to local factors such as sparse population and geographical location.

The amounts paid to school boards out of the Ministry of Education's general legislative grants varied from board to board, depending on the individual board's ability to raise revenues from local assessment. The equalizing of assessment for this program was based on a five-year average of the assessment-equalization factors published by the Ministry of Revenue.

The capital funding of projects providing school accommodation in new housing developments remained a priority. Funds were also made available for projects involving health, fire safety, roofing, and heating-equipment replacements. Twenty-five million dollars was provided in addition to the \$67 million previously made available for capital purposes in 1986. A further \$17 million in capital funds was provided for additions, alterations, or renovations to existing facilities and new schools specifically related to the extension of the Roman Catholic separate school system.

Regional Services Division

The six regional offices of the Ministry of Education provide leadership, direction, and services to school systems in three functional areas — review, development, and implementation. The personnel in the regional offices develop a variety of strategies for reviewing programs and policies in school jurisdictions in relation to ministry guidelines and regulations. This review activity also evaluates the effectiveness of ministry policy and may lead to policy amendment.

Regional office staff also contribute to the development and revision of policy in the curriculum, financial, and legislative areas. The application of their knowledge and understanding of what is currently happening in schools, boards, and communities in their region is essential to the development process.

The third major function of regional offices is implementation. Although implementation is primarily a board responsibility, regional offices have a significant and important support role to perform. Their activities include the clarification and interpretation of policy; the monitoring of the boards' review, development, and implementation processes; the provision of direct services in the areas of curriculum, supervision, and business and finance to small boards lacking such services; the issuance of a variety of approvals; and the inspection of private schools.



Legislation

The Legislation Branch provides legal and legislative services and counsel to the Ministry of Education and its agencies, including the provision of information on statutes and regulations and the preparation and review of proposed legislation, regulations, and other legal documents. In addition, the branch provides consultation and advice to branches, task groups, and committees whose activities will lead to new or altered legislation or regulations, as well as analyses of, and advice on, proposed policy changes.

The Legislation Branch also liaises with legislative counsel, the Cabinet Committee on Legislation, the Cabinet Committee on Regulations, the Ministry of the Attorney-General, standing committees

of the Legislature, and other ministries and agencies whose legislation or legislative proposals impinge on educational matters.

Two particularly significant pieces of proposed legislation, Bill 30 and Bill 75, received first and second readings in the Legislative Assembly. Bill 30 would extend full funding to Roman Catholic separate school boards, and Bill 75 would enable Francophones to govern French-language schools and classes. Public hearings on both bills were conducted by standing committees of the Legislature. Legislation Branch personnel participated in all aspects of the development of, and debate on, these two bills.



Photo courtesy of Egmontville Leader

Advisory Committees

The Ministry of Education continues to consult with a wide range of groups and organizations in the development of its policies and procedures. Much of this

consultation is done through committees and councils that include representatives from the groups most affected.

Ministry of Education Advisory Council on Special Education

The purpose of the Ministry of Education Advisory Council on Special Education is to assist the ministry in ensuring that its work in the area of special education is tailored to the specific needs in that field. Represented on the council are the Ontario Alliance for Children, the Council for Exceptional Children, the Ontario Council of Administrators of Special Education, the Ontario Advisory Council on the Physically

Handicapped, the Ontario Psychological Association, the Ontario Catholic Supervisory Officers' Association, the Ontario Association of Education Administrative Officials, the Ontario School Trustees' Council, the *Association des surintendants franco-ontariens*, the Ontario Teachers' Federation, and the pediatricians of the Ontario Medical Association.

Council for Franco-Ontarian Education

The Council for Franco-Ontarian Education, which was established in 1980 to provide advice to the Minister of Education and the Minister of Colleges and Universities on all matters concerning the education of Franco-Ontarians from the elementary to the postsecondary levels, submitted several reports during

1985-86. In its reports the council commented and made recommendations on school governance by Francophones, on young Ontarians and university education, and on the administrative structure of the Ministry of Education.



Ministerial Agencies and Commissions

Commission for Planning and Implementing Change in Governance and Administration of Secondary Education in Ontario

This eight-person commission was appointed on July 30, 1984. The commission is chaired by William T. Newnham, the former president of Seneca College of Applied Arts and Technology. The vice-chairman is Edmund Nelligan, the former director of education of the Metropolitan Toronto Separate School Board. The commission members are Twyla E. Hendry, a trustee of the Waterloo County Board of Education; Jean-Louis Bourdeau, the executive director of the *Association française des conseils scolaires de l'Ontario*; John A. Fraser, the director of the Peel Board of Education; C. Frank Gilhooly, the former

president of the Ontario Separate School Trustees' Association; William A. Jones, a former executive secretary of the Ontario Teachers' Federation; and T. Rosaire Léger, the director of the Stormont, Dundas and Glengarry County Board of Education.

The commission advises the Minister of Education on the specific means by which the government policy on the extension of the Roman Catholic separate school system can best be carried out and assumes responsibility for the overall administration of its implementation.

The Languages of Instruction Commission of Ontario

The Languages of Instruction Commission of Ontario was established in 1973 to help resolve conflicts between school boards and parents over the provision of educational programs in the language of the minority group, whether it be English or French. The commission meets monthly to consider matters referred to it by English-language or French-language advisory committees, including recommendations submitted by such

committees, or, in the case of boards that have no formal committee to deal with such matters, by groups of ratepayers.

Since its inception the commission has been able to bring most issues referred to it to a satisfactory conclusion and continues to work on those that have not yet been resolved.

The Provincial Schools Authority

The School Management Commission was established in 1975 to act as the bargaining agent for the Ministries of Correctional Services, Education, and Health, all of which employ teachers. The decision to give provincially-employed teachers the same bargaining rights as school-board-employed teachers, under the School Boards and Teachers Collective Negotiations Act, 1975, necessitated the creation of the Provincial

Schools Authority. The authority is the official employer of the teachers in provincial schools and it negotiates on behalf of the ministries with the organization established by the teachers to represent them. It has also dealt with problems arising out of the administration of the agreements reached.

Publications

This is a partial list of publications issued during the 1985-86 fiscal year.

Guidelines

- *Anglais/English, Intermediate and Senior Divisions, 1985*
- *Mathematics, Part 1, Intermediate and Senior Divisions, 1985*
- *Mathematics, Part 2, Intermediate and Senior Divisions, 1985*
- *Mathematics, Part 3, Intermediate and Senior Divisions and Ontario Academic Courses, 1985*
- *Personal Life Management, Intermediate and Senior Divisions, 1985* (English and French)
- *Technological Studies, Part A: Policy for Program Planning, Intermediate and Senior Divisions and Ontario Academic Courses, 1985* (French)
- *Technological Studies, Part B: Electrical Grouping, Intermediate and Senior Divisions, 1985*
- *Visual Arts, Intermediate and Senior Divisions, 1986*

Support Documents

- *Sex-Role Stereotyping and Women's Studies*, revised edition (French)
- *Shared Discovery: Teaching and Learning in the Primary Years* (English and French)
- *Values, Influences, and Peers* (French)
- *Visual Arts, Primary and Junior Divisions* (French)

Other

- *Circular 14A, 1985* (bilingual)
- *Circular 14B, 1985* (bilingual)
- *Circular 14, 1986* (bilingual)
- *Directory of Education, 1985/1986* (bilingual)
- *Directory of School Boards, 1985* (bilingual)
- *Education Ontario*, March 1985
- *Education Ontario*, October 1985 (English and French)
- *Education Ontario*, March 1986
- *Education Statistics, Ontario, 1984* (bilingual)
- *Manual for the Ontario Student Record (OSR) System* (English and French)
- *Report of the Early Primary Education Project* (English and French)

